Literacy Unit Recount - Letter Writing Date: Term 1 2016

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| Unit Detail: Recount and Letter writing | |  |
| Term: *1 2016* Year level: 3 / 4Curriculum level: 2 Unit length (weeks): Weeks 2 to 6 (4 weeks of 2 hours per week) | |  |
| Curriculum learning area: English  Strand: Speaking, Writing, Presenting L3  Secondary Strand: | How to introduce the unit and key competencies to the students (the hook):  Share and read a variety of sample letters and invitations, newspaper editorials, emails – discuss purpose, audience  Letter from teacher to student – etc…  Letters to Parent Helpers (individual) Local bodies e.g. council, environmental (group) |  |
| Organisation | Abilities / Needs / ESOL / Group Lists | |
| Mixed ability groups  Ability groups  Paired work (peer)  Class discussion – whole class and small groups  Teacher conferencing | **ESOL** – ESOL teacher, in class support using buddies to interpret, students modeling language for these students, simplified tasks  **Target groups** – work differentiated by support, outcomes, needs, ability  **Special Needs** – Teacher aide - where timetabled to read planned texts and to reinforce topic/specific vocabulary  **More able –** differentiated work – student directed research and tasks | |
| Structure and Language notes (Writing only - from e-asTTle) | | |
| **Purpose**  To recount ... a personal event (letter)  **Structural Features**  Orientation – an opening statement/s that introduces the context: the participants (who), the event/place (what) and when it took place (when) – state the issue  Body – a sequence of events - state the consequences  Personal comment or reflection – state how it should be resolved | **Language Features**  Action verbs (climbed, played, swam)  Past tense  Connectives showing time sequence (first, then, next) - In addition, furthermore, however, although, etc…..  Nouns related to the event – specific people, places and happenings  Descriptive or emotive terms  Use of first person pronouns (I, we) | |
| Key Competency focus: Thinking ✔ Managing Self Relating to Others Participating and Contributing Using Language, Symbols and Text ✔  Thinking: creative thinking used in writing for recounts  Using Language, Symbols and Text: writing a message that is for a specific purpose (ie. Recount or letter writing) | | |
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| Unit Overview | |
| Title | Recount - letters |
| Unit Aim | To enable students to recognise the features of written letters – formal and informal  To provide students with opportunities to construct clear written letters |
| Curriculum Document Values | |
| Excellence ✔ Innovation, Inquiry, Curiosity ✔ Diversity Equity Ecological Sustainability ✔ Community and Participation ✔ Integrity Respect ✔ | |
| Digital Literacy Focus | |
| Task Definition ✔ Information Seeking Strategies✔ Location and Access Use of Information ✔ Synthesis Evaluation✔  ICT – research letters or recounts on-line and use word processing to draft and / or publish the final product | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | |
| Letter writing is about communicating ideas, thoughts and information to another person either formally or informally  The layout of written letters – structural and language  The difference between formal and informal  That there are different types and reasons for writing letters | |
| Misconceptions anticipated | |
| Layout guidelines – use of paragraphs  The ability to write formally – incorrect use of grammar / language | |
| Key Vocabulary for this unit | |
| Formal  Informal  Colloquial phrases  First person  Pronouns  · Time and causal connectives e.g.  **Adding -** and, also, as well as, moreover, too, furthermore, besides,  in addition  **Cause and Effect -** because,  so,  therefore, thus, consequently, as a result of  **Sequencing -** next , then,  first, second, third, ... finally,  meanwhile,  after  **Contrasting –** whereas, alternatively, instead of, otherwise, unlike, on the other hand, in contrast  **Qualifying –** however, although, unless, except, if, as long as, apart form, yet, despite  **Emphasizing** - above all, in particular, especially, significantly, indeed, notably, most of all  **Illustrating –** for example, such as, for instance, as revealed by, in the case of, as shown by  **Comparing –** equally, in the same way, similarly, likewise, as with, like, compared with | |
| Assessment / Culminating activity | |
| Self Assessment ✔ Peer assessment Learning reflection Presentation Display Podcast / wiki entry / blog entry✔ Performance  Practical Skills Teacher Observation ✔ Learning conversation ✔ Written assessment e-asTTle assessment Oral assessment Other (describe)    Students record in pairs what they have learnt using a letter writing success criteria (either recorded using photo booth or written form) | |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions (to be shared with whole class). We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / Enviro etc.) | Assessment  Diagnostic / Formative / Summative / Feedback  See Tracking Sheet of stepping stones.  Success Criteria  We Are Successful When (WASW): |
| **Experience 1**  W.A.L.T  Recognise the purpose and different types of letters and who they might be written for    **Experience 2**  W.A.L.T  Identify the language and structural features of formal and informal letters      **Experience 3**  W.A.L.T  Identify the language and structural features of formal and informal letters      **Experience 4**  W.A.L.T  Recognise and use the specific layout of formal letters    **Experience 5**  W.A.L.T  Use precise, formal, factual, vocabulary to **introduce** a topic  (state the purpose of the letter, the issue)      **Experience 6**  W.A.L.T  Use precise, formal, factual, vocabulary to develop the **main body** of a formal letter  (state the consequences effects of the issue)    **Experience 6**  W.A.L.T  Use precise, formal, factual, vocabulary to develop the **concluding statement** of a formal letter  (state the consequences effects of the issue) | Students read and explore a range of letters and sort them into types of letters (formal and informal). Recognise why they are written differently and who they are written for – appreciate the audience and purpose        Share exemplars of written letters – (use TKI / arbs) identify the different language and structural features of this type of recount. Is it different to other recounts they have written? Show how to highlight / text mark the different features  Compare and contrast how the features are similar or different in formal and informal letters. Why would formal letters be more difficult to write?      Model and teach the various language features of formal letters. Provide students with opportunities to develop their skills of using first person vocabulary (pronouns), connectives to join ideas together or start new paragraphs and compound, simple and complex sentences (sentence structure) *students will need several lessons to do this, these skills will be developed throughout the year.*    Students have opportunity to practice the layout of addressing letters and using specific words or lead words – allow students the opportunity to write their own address and that of the school to set out a formal letter    Teacher models how to write the opening of a formal letter – state the issue in a formal a way – correctly addressed  Brainstorm a variety of topics for formal letters or provide the student with a specific purpose for writing (e.g. year 6 responsibilities) Students draft an opening of their own. Support as required      Teacher models how to write the main body of a formal letter – state the consequences and effects in a formal a way  Students draft a main body for their letters (e.g. year 6 responsibilities). Support as required – ensure students are using the key language and structural features learnt in experience 3 – how many can they use – differentiate expectations according to needs if groups or individuals      Teacher models how to write the concluding statement of a formal letter – state the in a formal a way – sign off as appropriate using yours sincerely or yours faithfully depending on who the letter is addressed to  Students draft a concluding statement for their letters (e.g. year 6 responsibilities). Support as required – ensure students are using the key language and structural features learnt in experience 3. **Again** differentiate expectations according to needs of groups or individuals. | WASW:  I can recognise the purpose and different types of letters and who they might be written for      WASW:  I can identify the language and structural features of formal and informal letters        WASW  I can identify the language and structural features of formal and informal letters            WASW  I can use recognise the specific layout of formal letters – address, Dear….. yours sincerely etc…    WASW  I can use precise, formal, factual, vocabulary to **introduce** a topic  (state the purpose of the letter, the issue)          WASW  I can use precise, formal, factual, vocabulary to develop the **main body** of a formal letter  (state the consequences effects of the issue)    WASW  I can use precise, formal, factual, vocabulary to develop the **main body** of a formal letter  (state the consequences effects of the issue) |
| **Resources:**  Gail Loane I’ve got something to say   * Non-Fiction Big Books (resource room) * Connectives / conjunction activities * Sorting information into paragraphs * Selected texts: tki / arbs exemplars * NZ post letter writing pack * Formal and informal language * Formal letter spidergram * Complaint letter template * Letter of application writing frame * Formal letter success criteria * Letter writing checklist * Washing machine compliant * Formal and explanation writing unit – literacy framework UK | | |
| End of unit means of recording student reflection | Students record in pairs what they have learnt using a letter writing success criteria (either recorded using photo booth or written form) | Possible focus questions for reflection:  What did I do well?  What would I change?  Where to next? |
| **Reflection for Subsequent Planning** | | |